

DOCUMENT RESUME

ED 321 460

EC 231 580

AUTHOR DeMario, Norma
TITLE Non-Academic Competencies for Elementary Level Students with Visual Impairments.
PUB DATE 24 Apr 90
NOTE 67p.; Paper presented at the Annual Convention of the Council for Exceptional Children (68th, Toronto, Ontario, Canada, April 23-27, 1990).
PUB TYPE Speeches/Conference Papers (150)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Age Differences; *Basic Skills; *Career Education; Communication Skills; *Competency Based Education; Daily Living Skills; Developmental Stages; Interpersonal Competence; *Prevocational Education; Student Educational Objectives; *Visual Impairments; Visually Handicapped Mobility

ABSTRACT

The study identified elementary level non-academic employment competencies needed by students with visual impairments. The first phase of the study validated and prioritized 32 competencies needed for successful employment of adults with visual impairments. Competencies were rated by 141 professionals including coordinators of services for disabled university students, vocational rehabilitation counselors, personnel officers, and adult employees with visual impairments. A high level of agreement was found between groups of raters. The second phase involved the development and administration of an instrument comprised of 464 subcompetencies. Competencies were grouped into five domains: (1) daily living skills, (2) personal-social skills, (3) communication skills, (4) occupational information, and (5) orientation and mobility. Twenty-eight teachers rated 53 visually impaired students (aged 3-18) on the subcompetencies. An analysis of variance and Neuman-Keuls post-hoc test indicated that significant differences existed on 13 competencies based on age and level of visual acuity of the learners. Overall, the visually impaired students mastered an average of 148 subcompetencies by the age of 18. Appendixes list the 32 competencies, present the study's statistical data, and group subcompetencies by age level usually mastered by visually impaired children. Includes 17 references. (DB)

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ED321460

NON-ACADEMIC COMPETENCIES FOR ELEMENTARY
LEVEL STUDENTS WITH VISUAL IMPAIRMENTS

Norma DeMario, ED.D.
New Hampshire Educational Services
for the Sensory Impaired
Concord, NH

Presented at Council for Exceptional Children
Annual Convention
Toronto, Ontario
April 24, 1990

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ABSTRACT

The purpose of the study was to develop an instrument for identifying elementary level non-academic employment competencies needed by students with visual impairments. The first phase of the investigation validated and prioritized 32 competencies needed for successful employment of adults with visual impairments. The second phase involved the development and administration of an instrument comprised of 464 elementary level subcompetencies for students with visual impairments.

An analysis of variance and Newman-Keuls post-hoc test indicated that significant differences existed on 13 competencies based on age and level of visual acuity of the learners. Overall, students with visual impairments mastered 148 subcompetencies by the age of 18 years old.

Non-Academic Competencies for Elementary Level Students with Visual Impairments

Today's problem of unemployment and underemployment of adults with visual impairments is not new. Programs to serve disabled persons began with returning veterans of World War I. The Rehabilitation Act of 1973 was the first major federal program to promote services for all handicapped individuals. The 1970's also brought legal assurances of non-discrimination in employment because of a handicapping condition. Despite federal and state initiatives, the unemployment rate for individuals with disabilities remains above the national average for non-disabled people (Kirchner & Peterson, 1981; Rusch & Phelps, 1987, Tausky & Kainen, 1986).

Because education programs are essential to the employability of adults with visual impairments, it is important that educators teach those skills which are needed for a person to obtain and retain a job. In order to provide appropriate vocational and educational programming for students with visual impairments, it is necessary to determine which skills employers, employees with visual impairments, and other professionals associated with visually impaired persons believe would contribute to successful employment. It is also important that the teaching of the skills needed for employment begin at an early age. Students with visual impairments need systematic instruction in career

concepts and skills at the elementary level. In order for teachers to provide appropriate goals and objectives, they need a comprehensive list of elementary level competencies which includes those skills identified as necessary for successful adult employment.

The objective of the present study was to develop and evaluate an inventory of non-academic employment competencies and subcompetencies for elementary level students with visual impairments. The inventory included competencies in five domains: (a) daily living skills, (b) personal-social skills, (c) communication skills, (d) occupational information, and (e) orientation and mobility.

In the first phase of the study, competencies were identified as necessary for successful employment of adults with visual impairments (see Appendix A). Many studies have attempted to determine the skills that employers considered necessary for successful employment of disabled and non-disabled individuals. Studies of employer perceptions clearly indicated a dominance of general skills rather than specific job-related skills. Employers valued (a) good work habits, such as dependability, completing a task, and positive attitudes toward work; (b) personal-social skills, such as getting along with other workers and their supervisors; (c) good communication skills, such as effective speaking and good listening skills; and (d) basic reading and math skills (Baxter & Young, 1980; Crain, 1984; Jesser, 1984; Murphy &

Jenks, 1983).

For the most part, studies of employment of persons with visual impairments compared the characteristics of successfully employed individuals with unsuccessfully employed individuals. Many successful individuals with visual impairments had positive attitudes about work and about themselves, established realistic vocational goals, acquired good orientation and mobility skills, and exhibited good communication skills. They also possessed a wide range of independent behaviors in the realm of daily living skills, were better integrated into the community, and had larger social networks (Link, 1975;; Lombana, 1980, Luxton, 1981; Pfouts & Nixon, 1982;; Resnick, 1983; Ritlbauer, 1981).

Methodology

Using the competencies included in Brolin's (1983) Life-Centered Career Education as a model, and incorporating specific skills cited in the literature, 32 global competencies were identified as necessary for successful employment by individuals with visual impairments. An instrument was designed to validate the need for these competencies. Each competency was rated using a 3-point Likert scale, with 1 representing "not necessary", 2 representing "sometimes necessary", and 3 representing "essential" (see Appendix B).

The instrument was distributed to four groups: (1) 75

coordinators of services for disabled students at all universities in the United States with preparation programs in education, rehabilitation, or mobility for visually impaired individuals; the state university and all four-year and two-year state colleges in Massachusetts; and four major universities in the Boston area; (2) vocational rehabilitation counselors working at district or state rehabilitation offices for the blind in the six New England states; (3) personnel officers at 55 businesses located in Eastern Massachusetts which employed or had employed visually impaired adults within the last three years; (4) 219 adult employees with visual impairments. The latter group was comprised of individuals over 18 years old, had no additional handicap of mental retardation, were currently employed or employed within the last five years, and were eligible for services with the Massachusetts Commission for the Blind.

Results

A total of 418 surveys were forwarded with 160 surveys returned, a return rate of .38. Only those surveys with all competencies rated and completed by the appropriate person were analyzed. Nineteen surveys were rejected, reducing the total number of respondents to 141, and a return rate of .34 (see Table 1).

Mean responses and standard deviations were computed for each of the 5 domains and 32 competencies across all groups

Table 1

Number and percentages of returned surveys

Respondents	Sent	Returned	Useable	%
College Directors	75	49	42	56
Rehabilitation Counselors	69	23	22	32
Employers	55	23	20	36
Employees	219	65	57	26
Total	418	160	141	34

and arranged in rank order. The domain of personal-social skills was ranked highest ($\bar{M}$ = 2.76). The eight skills comprising this domain were also among the 12 highest ranked skills. The standard deviation (.30) was also the lowest for this domain, demonstrating more agreement on the necessity of these skills to achieve successful employment. Orientation and mobility ($\bar{M}$ = 2.59) and occupational information ($\bar{M}$ = 2.58) domains were very closely ranked second and third, with communication skills ($\bar{M}$ = 2.50) ranked fourth. The domain ranked lowest was daily living skills ($\bar{M}$ = 2.26), for which there was also a higher standard deviation, .39. This domain comprised the 6 lowest rated competencies (see Table 2).

Table 2

Rank Order of Employment Competencies

Domain	Rank	Competency	M	SD
OI	1	Exhibits appropriate work habits and behavior	2.91	.31
PS	2	Demonstrates socially responsible behavior	2.89	.33
OM	3	Orients himself/herself to work area	2.87	.37
DL	4	Cares for personal needs	2.85	.38
DL	5	Dresses appropriately for season and occasion	2.82	.40
PS	6	Demonstrates self-confidence	2.81	.39
PS	6	Maintains good inter-personal relationships	2.81	.43
OM	7	Seeks assistance when necessary	2.78	.45
PS	7	Demonstrates independence	2.78	.42
PS	8	Demonstrates awareness of own needs, interests, & abilities	2.74	.47
CS	8	Speaks effectively for understanding and communication	2.74	.50
PS	9	Demonstrates problem-solving skills	2.73	.46
CS	10	Utilizes effective personal communication techniques	2.70	.49
PS	11	Demonstrates organizational skills	2.67	.54
PS	12	Demonstrates ability to work in a group	2.65	.51

(table continues)

Domain	Rank	Competency	M	SD
CS	13	Engages in conversation with others	2.62	.54
OI	14	Selects and plans personal occupational choices	2.60	.56
DL	15	Uses appropriate eating skills	2.59	.63
OI	16	Seeks and secures employment	2.58	.61
OI	17	Knows and explores occupational possibilities	2.48	.58
DL	18	Buys and cares for clothing	2.47	.62
OM	19	Utilizes appropriate cane techniques	2.41	.73
OI	20	Demonstrates physical-manual skills	2.33	.61
CS	21	Uses non-verbal communication skills effectively	2.32	.58
CS	22	Communicates effectively with others in written form	2.31	.68
OM	23	Utilizes public transportation	2.29	.73
DL	24	Maintains relationship with family	2.15	.76
DL	25	Engages in recreation and leisure activities	2.11	.70
DL	26	Manages family finances	2.04	.74
DL	27	Plans, buys, prepares food	1.95	.69
DL	28	Selects, manages, and maintains a home	1.92	.72
DL	29	Engages in civic activities	1.70	.52

DL = Daily Living Skills PS= Personal-Social Skills
CS = Communication Skills OM = Orientation and Mobility
Skills OI = Occupational Information

A paired t-test between pairs of domains indicated that the mean differences for daily living skills were significantly lower than the other four domains. Personal-social skills, on the other hand, were rated significantly higher than the other three domains.

A high level of agreement existed between college personnel, employers, vocational rehabilitation counselors and employees with visual impairments on several skills. For example, the following competencies received mean ratings of 2.80 or above across all four groups: exhibits appropriate work habits and behavior, demonstrates socially responsible behavior, orients himself/herself to the workplace, cares for personal needs, and dresses appropriately for season and occasion. Employers rated orients himself/herself to work area ($\bar{M} = 3.00$), demonstrates socially responsible behavior ($\bar{M} = 3.00$), and demonstrates ability to work with a group ($\bar{M} = 2.85$) the highest of all the groups.

College personnel rated the competencies higher overall than did the other groups. In particular, demonstrates awareness of own needs, interest, and abilities ($\bar{M} = 2.81$), maintains good interpersonal relationships ($\bar{M} = 2.91$), and speaks effectively for understanding and communication ($\bar{M} =$

2.93) were rated higher than they were by the other groups.

Analysis of variance was conducted for each domain and competency by the four groups of participants. A Scheffe post-hoc test was applied to determine the differences between the ratings assigned by each of the four groups. Significant differences existed for employers, college personnel, vocational rehabilitation counselors and employees with visual impairments for ratings of three domains, orientation and mobility, daily living skills, and communication skills, and 14 of 32 competencies (see Table 4). The major discrepancy for the daily living skills domain was attributed to the significantly lower mean ratings of employers ($F(3,137) = 9.52, p < .0001$). Competencies with significantly lower scores were related to the family, eating skills, and civic and recreation activities (see Appendix C).

Vocational rehabilitation counselors rated the domain of communication skills ($F(3,137) = 6.54, p < .001$), and the individual competency, engages in conversation with others ($F(3,137) = 4.16, p < .01$), significantly lower than did college personnel and employees. For the competency, speaks effectively for understanding and communication ($F(3,137) = 8.51, p < .0001$), vocational rehabilitation counselors were significantly lower than all other groups. They also rated the competency, communicates effectively in written

form, significantly lower than college personnel ($F(3,137) = 9.03, p < .01$), and the competency, demonstrates ability to work with a group ($F(3,137) = 3.85, p < .05$), significantly lower than employers.

Finally, there were significant differences between employees and college personnel for the domain of orientation and mobility ($F(3,137) = 3.78, p < .05$). Employees with visual impairments rated the individual competency, utilizes appropriate cane techniques ($F(3,137) = 3.78, p < .05$), significantly lower than did college personnel and employers.

The thirty-two competencies were validated as necessary for successful employment by adults with visual impairments. All competencies received overall mean ratings of over or near 2.00, indicating that they were all considered necessary to a some extent for successful employment. These competencies served as a framework for the development of an inventory of elementary level employment skills for children with visual impairments.

Inventory Development and Administration

The second phase of the study developed an inventory of elementary-level skills for each of the 32 global competencies previously validated. An ERIC search was conducted of elementary level skills in each of the five domains, daily living skills, personal-social skills, communication skills, occupational information, and

orientation and mobility. Curricula and materials used by school districts were also reviewed. Subcompetencies were identified for each of the 32 global competencies. An initial list of 582 subcompetencies was developed and validated by 8 professionals consisting of 5 certified teachers of visually handicapped children, including 2 who were also certified in orientation and mobility, 2 orientation and mobility instructors, and one elementary teacher with an expertise in career education. Each participant evaluated 2 or 3 domains based on their interest or area of expertise. The 2 orientation and mobility instructors evaluated only the one domain, orientation and mobility. Each domain included in the inventory was evaluated by 3 professionals, with each specific subcompetency evaluated for clarity, duplication, relativity to the global competency, observability of the behavior, and ability to rate it on a 3-point scale. As a result of the validation process, the final inventory was reduced to 464 subcompetencies.

The instrument, Inventory of Non-Academic Skills for Visually Impaired Children, was comprised of two parts. The main portion of the inventory consisted of a total of 428 subcompetencies, grouped into 5 domains and subdivided into 24 major headings. An appendix to the inventory consisted of 36 additional subcompetencies for the competency, utilizes appropriate cane techniques.

Twenty-eight teachers in public schools, including 3 regular classroom teachers, one special education resource room teacher, and 24 certified teachers of children with visual impairments, administered the inventory to 54 students who met the following criteria: (a) were 3-18 years old, (b) received direct services, materials, or equipment from a teacher of visually handicapped children, or was eligible for services though a teacher was not available, (c) had no other major handicap, (d) had been served by the reporting teacher for at least 6 months. Mobility appendices were administered by mobility instructors to 16 of the participating students who use a cane for travel.

Teachers rated the performance of each student on each subcompetency using the following scale:

- 0 The child does not perform the task
- 1 The child performs the task inconsistently and/or requires assistance
- 2 The child performs the task well consistently and without help
- NA Does not apply because the visually impaired student does not require these special materials and/or equipment.

One complete inventory was eliminated because of questionable reliability, leaving 53 returns for analysis. Of the 53 participating students, there were 23 females, 30 males, 32 print readers, and 21 braille readers. The students resided in four states: (a) Massachusetts (28), New Hampshire (17), Maine (1), and Illinois (7).

Data Analysis

Statistical analyses were conducted for 5 domains, 31 competencies and 428 subcompetencies. No statistical analysis was applied to the ratings of the mobility appendices because of the limited number of subjects ($n = 16$). The dependent variable was the mean rating of 428 subcompetencies. The independent variables were age and level of visual acuity. The 4 age groups were: (a) 3 - 5 years old ($n = 10$, (b) 6 - 9 years old ($n = 19$), (c) 10 - 13 years olds ($n = 12$), and (d) 14 - 18 years old ($n = 11$). The 3 vision groups were divided according to the following visual acuities: (a) above 20/200 ($n = 15$), (b) 20/200 - 20/800 ($n = 16$), and (c) below 20/800 ($n = 21$).

The results of the statistical analyses should be viewed with caution because (a) the number of subcompetencies varied within the global competencies and domains, and (b) the number of subjects varied according to the age and vision groups, with generally small numbers within individual cells.

Results

Cronbach's Reliability Coefficient was calculated for the domains and competencies to determine intrarater reliability. Reliability for the five domains ranged from .96 to .98. Reliability for all competencies except demonstrates self-confidence ($r = .72$) ranged from .82 to .99.

An analysis of variance and Newman-Keuls post-

hoc test were applied to compare the ratings of competencies assigned to 3 vision groups and 4 age groups. Results indicated that there were significant differences for the mean ratings of 13 competencies (see Table 3, Appendix D).

Table 3

Competencies with Significant Differences for Age and Vision

Competency	F	p
1. Cares for personal needs	3.57	.01
2. Plans, buys, and prepares food	3.49	.01
3. Uses appropriate eating skills	2.86	.03
4. Engages in recreation and leisure activities	2.47	.04
5. Demonstrates self- confidence	2.44	.05
6. Demonstrates socially responsible Behavior	2.49	.04
7. Demonstrates ability to work with a group	3.81	.01
8. Communicates effectively with others in written form	3.25	.02
9. Exhibits appropriate work habits and behavior	3.07	.05
10. Demonstrates physical-manual skills	5.13	.001
11. Orients himself/herself to work place	6.43	.001
12. Utilizes public transportation	3.52	.01
13. Seeks assistance when necessary	2.60	.04

With the exception of three competencies, the differences were attributed to the lower mean ratings assigned to preschool children (ages 3 to 5) with a visual acuity of less than 20/800. For the competency, plans, buys, and prepares food, all children of ages 3 to 5 and those 6 to 9 years old who had a visual acuity of less than 20/800 were rated significantly lower than were other groups. For the competency, seeks assistance when necessary, children with a visual acuity of less than 20/200 who were 3 to 9 years old received significantly lower mean ratings than did the other groups. Finally, for the competency, communicates effectively with others in written form, all children 3 to 9 years old were rated significantly lower than students in the other groups.

Mastery of Competencies

Of importance to this investigation was the identification of subcompetencies that were mastered by the elementary children. The following criteria were set to determine mastery of skills: (a) ages 3 - 5 and 14 - 18: 100% of the subjects were rated "performs task well consistently and without help": (b) ages 6 - 9 and 10 - 13: 90% of the subjects in the appropriate age group and 100% of the next oldest age group were rated "performs task well consistently and without help" (see Appendix E).

Table 4

Mastery of Subcompetencies by Students

Age	Domain	Number Achieved	Subtotal	%
3 - 5	ALL	0	0	.00
6 - 9	DLS	1	1	.01
	O&M	7	7	.09
	TOTAL	8	8	.02
10 - 13	DLS	17	18	.14
	O&M	16	23	.30
	OI	9	9	.09
	TOTAL	42	50	.12
14 - 18	DLS	46	64	.50
	O&M	10	26	.43
	OI	17	26	.27
	PS	15	15	.21
	CS	10	10	.19
	TOTAL	98	148	.35

Total Subcompetencies: Daily Living Skills (DLS) = 128
 Personal-Social Skills (PS) = 73
 Communication Skills (CS) = 54
 Occupational Information (OI) = 97
 Orientation & Mobility (O&M) = 76
 TOTAL = 428

No subcompetencies were mastered by subjects between 3 and 5 years old. Because the inventory was developed for children older than 5 years of age, it was expected that the subjects in the youngest age group would not perform well (see Table 4). Subjects between 6 and 9 years old mastered subcompetencies in the domain of orientation and mobility related to body image, identifying sound sources, and locating frequently used destinations at school. Children between 10 to 13 years old became more independent in taking care of personal needs, understanding simple concepts of time, obtaining drinks and foods from various sources, and were also more involved in games. The major area of development in the domain of occupational information was physical-manual skills. In orientation and mobility, sensory awareness became more meaningful, spatial concepts were incorporated into travel, independent travel occurred at school and students were more aware of their neighborhood. The oldest group became more independent in money management, personal hygiene, telling time, dressing, and simple cooking. Personal-social skills mastered were related to values, using special equipment and materials, and working and sharing materials with others. Skills mastered in occupational information were related to work habits and physical-manual skills rather than the acquisition of information about occupations and career planning. Finally, in orientation and mobility, students became more

independent in traveling at school, in the neighborhood, and were more aware of environmental concepts (see Appendix E).

There were several clusters of subcompetencies in which subjects between the ages of 10 and 13 demonstrated emerging skill development, but independent performance of the skills was not accomplished by the group of 14 to 18 year olds. One area in which this occurred was the use of the telephone directory to locate addresses and numbers or the use of the yellow pages for information. Another area involved the participation in social, cultural, or recreational organizations. A greater number of elementary age children participated in these organizations and activities while the level of participation dropped off for the oldest group of participants.

Finally, subjects in the age group of 10 to 13 years old demonstrated emerging skills in the domain of occupational information. At the high school level, however, students did not clearly demonstrate independence in the areas of general knowledge of occupational information, such as economic concepts, occupational clusters, and specific skills needed for different occupations. Further, they could not independently perform tasks involving personal career planning, such as identifying career information resources or identifying specific information for career planning relating to the needs of individuals with visual impairments.

Sixteen students with visual impairments who received mobility instruction were assessed using the mobility appendices. All students had vision below 20/800 and were braille readers or potential braille readers. Because there were so few subjects, no statistical analysis was applied.

Percentages of scores by age groups were computed. The scores, ranging from "does not perform task" to "performs task consistently and with no help" indicated increasing ability with age. For example, the youngest group had the largest percentage for "does not perform task" while the oldest group had the lowest percentage for "does not perform task" (see Table 5).

Table 5

Percentages of Responses by Age for Mobility Appendices

Age	n	Score by %		
		0	1	2
3-5	2	71	29	0
6-9	6	45	41	13
10-13	4	33	32	49
14-18	4	0	3	97

0 = Does not perform task

1 = Performs task inconsistently and/or requires assistance

2 = Performs task well consistently and without help

Discussion

The results of the evaluation of students with visual impairments using the Inventory of Non-Academic Skills for Visually Impaired Students indicated that many skills were not mastered until students were between the ages of 14 and 18 years old or they were not mastered at all. Many of the personal-social skills rated important by adults were lacking in students with visual impairments. These competencies included self-confidence, problem-solving skills, organization skills, and independence.

In occupational information, only 8 of 18 work habits were mastered. Lacking were accepting criticism, demonstrating initiative, and persistence on a difficult task. Physical-manual skills seemed to be well developed; however, these skills were ranked 20th in importance by adults. Seriously lacking was the general knowledge of occupations and career planning, an area which has also been cited as also lacking in visually impaired adults (Link, 1975; Salomone & Paige, 1984).

In the area of communication, skills in written communication, personal communication techniques, and non-verbal communication were lacking. These skills were cited as important by Luxton (1981) and Spungin (1983), particularly for college students.

The majority of skills mastered by students with visual impairments were from the domain of daily living skills. By

the time students were 14 to 18 year old, they had acquired the two most important competencies in this domain. These competencies were cares for personal needs and dresses appropriately for season and occasion.

Many of the skills which were not mastered by students with visual impairments by the age of 13 are mastered by elementary age non-handicapped students. These skills include telling time, taking a shower, tying shoes, pouring liquids, spreading soft materials on bread or crackers, locating possessions, following a class schedule, mailing letters, cutting, measuring with a ruler, walking in a line, and walking unaccompanied in their neighborhood.

Implications

There are several reasons why students with visual impairments may not have mastered basic skills. First, the subcompetencies identified in the inventory may be too difficult for elementary students. There may be a lack at the lower elementary level of the prerequisite subcompetencies which are necessary to master the skills included in the inventory. Further research is needed with visually impaired and non-handicapped students to (a) determine the need for and identification of additional prerequisite skills, and (b) to determine if the identified subcompetencies are appropriately placed at the elementary level or if they should be placed at a higher level.

It is also possible that teachers of students with visual impairments do not have adequate information to accurately rate students in non-academic areas. Since itinerant teachers work with students on an individual basis, they may not have the opportunity to observe students in peer groups or home situations. Daily living skills are included in the curriculum for children with visual impairments, but few itinerant teachers have first-hand knowledge of the performance of their students on these skills.

Finally, teachers are often caught in the urgency of maintaining academic standards with skills in the non-academic areas assuming less importance. Itinerant teachers need to include goals and objectives in their students' individual education programs in order to insure that non-academic skills are being addressed. However, this alone will not insure that these skills will be taught consistently and in a structured manner. If itinerant teachers are required to teach students in several districts, or are responsible for students in large geographic areas, they will have a limited amount of time to address all the needs of individual students. Itinerant teachers are constrained by student schedules, teacher schedules, and the amount of time spent driving to various school districts. There is little flexibility in their schedule or in their students' schedules to teach non-academic skills or to take the opportunity to teach outside the

school environment. Hatlin and Curry (1987) suggested that additional time is needed to develop both academic and non-academic skills. They suggested that either special summer programs or segregated programs are appropriate. However, with current budget restraints and the emphasis on higher academic achievement, schools districts are less willing to spend money for non-academic training and summer programs.

In order to meet all the needs of students with visual impairments, teachers need the assistance of parents and other professionals, such as classroom teachers, administrators, and vocational and rehabilitation personnel. Rehabilitation counselors need to take a more active role in developing daily living skills of visually impaired children in the home. Vocational counselors need to become involved with the students at an earlier age and, in cooperation with teachers, develop skills in the areas of occupational information and career planning. School administrators need to make available a life-skills program that is appropriate for integrated visually impaired students. Through cooperation with other professionals and parents, a more accurate evaluation of student needs can be obtained and important employment skills developed through the education process.

Further Research

Further research related to the present study is needed.

First, the inventory should be administered to non-handicapped children, ages 3 to 18, to determine if the subcompetencies can be mastered by non-handicapped children. Secondly, parents of both visually impaired and non-handicapped children should be a part of the assessment process in that they have first-hand knowledge, particularly in the area of daily living skills, which can contribute to the overall evaluation. Finally, the inventory should be administered to a larger sample of children with visual impairments, particularly students living in large urban areas.

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APPENDIX A

COMPETENCIES FOR SUCCESSFULLY EMPLOYED ADULTS
WITH VISUAL IMPAIRMENTS

DAILY LIVING SKILLS

1. Manages family finances

Skills include using money accurately, making appropriate investments in insurance, savings, property, maintaining a budget, calculating and paying taxes.

2. Selects, manages, and maintains a home

Skills include selecting adequate housing, making necessary purchases and repairs for maintenance.

3. Cares for personal needs

Skills include taking care of personal hygiene, utilizing preventive and treatment methods for illnesses, and maintaining personal fitness.

4. Maintains relationship with family

Skills include responding to emotional and physical needs of spouse and children, providing a safe environment, adjusting to changing circumstances in immediate and extended family.

5. Plans, buys, and prepares food

Skills include planning balanced meals, purchasing food, preparing food, storing food and cleaning up kitchen.

6. Uses appropriate eating skills

Skills include cutting meat with knife and fork, pouring liquids, using appropriate dining manners, dining in a restaurant.

7. Buys and cares for clothing

Skills include purchasing appropriate seasonal clothing, laundering clothing, and repairing clothing.

8. Dresses appropriately for season and occasion

Skills include dressing independently, selecting appropriate clothes for the season, selecting

appropriate clothes for occasion or event.

9. Engages in civic activities

Skills include registering to vote, understanding rights under the law and ethical, moral, and legal responsibilities, describing and utilizing various community and government resources.

10. Engages in recreation and leisure activities

Skills include understanding the value of leisure and recreation, selecting activities according to interest, participating in group and solo activities.

PERSONAL - SOCIAL SKILLS

11. Demonstrates awareness of own needs, interest, and abilities

Skills include identifying and accepting personal strengths and weaknesses, including disability, identifying interests and abilities, recognizing emotions in self and others, recognizing psychological and physical needs, expressing emotions in an acceptable and positive manner.

12. Demonstrates self-confidence

Skills include feeling worthwhile when thinking about self, knowing what others see in him/her, accepting praise and criticism, setting realistic goals.

13. Demonstrates socially responsible behavior

Skills include respecting rights, views, and property of others, behaving in appropriate manner in public situations, understanding consequences of inappropriate behavior, understanding rules and expectations of society.

14. Maintains good interpersonal relationships

Skills include making and maintaining friends, interacting with sighted and visually impaired peers, demonstrating appropriate sex role behavior.

15. Demonstrates independence

Skills include accepting responsibility for meeting goals, striving to reach his/her potential, making use

of needed adaptations, taking pride in doing things independently, participating in new activities.

16. Demonstrates ability to work with a group.

Skills include understanding the impact of his/her behavior on others, considering others' needs when meeting his/her own needs, seeking assistance when needed.

17. Demonstrates problem-solving skills

Skills include understanding problem or situation, considering alternatives, anticipating consequences, seeking advice, planning for future events.

18. Demonstrates organizational skills

Skills include utilizing a system of gathering, storing, and retrieving necessary information, personal data, and items/objects.

COMMUNICATION SKILLS

19. Engages in conversation with others

Skills include listening with respect, without interruption, and demonstrating appropriate emotional response.

20. Speaks effectively for understanding and communication

Skills include speaking in whole sentences, using good diction, expressing ideas and information adequately.

21. Communicates effectively with others in written form

Skills include writing in braille, typing, or cursive, using slate and stylus, demonstrating legibility and neatness, using tape recorder, utilizing new technology for reading and writing.

22. Uses non-verbal communication skills effectively

Skills include speaking directly to person at an appropriate distance, without mannerisms, and with appropriate facial expressions.

23. Utilizes effective personal communication techniques

Skills include note-taking, utilizing telephone adequately, including messages, maintaining correspondence, seeking information through effective questions.

ORIENTATION AND MOBILITY

24. Orients himself/herself to work area

Skills include obtaining adequate information, direction-taking, familiarizing self with area or route, using sensory information, reading maps.

25. Utilizes appropriate cane techniques

Skills include utilizing appropriate skills for descending and ascending stairs, locating destinations, crossing intersections, utilizing appropriate traffic rules and patterns and safety practices.

26. Utilizes public transportation

Skills include describing various transportation systems, obtaining information about schedules and fares, making reservations, traveling from one destination to another, using appropriate cane techniques.

27. Seeks assistance when necessary

Skills include locating assistance, using sighted guide techniques, informing public of proper assistance when needed.

OCCUPATIONAL INFORMATION

28. Knows and explores occupational possibilities

Skills include knowing characteristics and requirements of different careers and occupations, relating personal characteristics to occupational requirements, identifying sources of occupational information.

29. Selects and plans personal occupational choices

Skills include identifying major occupational needs, interests, aptitudes, utilizing past experiences to locate occupations meeting current needs, improving career and occupational capabilities, making realistic

occupational choices.

30. Exhibits appropriate work habits and behavior

Skills include punctuality, working independently and with others, accepting supervision, following directions, exhibiting a positive attitude toward work, meeting quality standards, seeking personal fulfillment through achievement, adjusting to varied work conditions.

31. Demonstrates physical-manual skills

Skills include balance and coordination, dexterity, stamina and endurance, and sensory discrimination adequate for job chosen.

32. Seeks and secures employment

Skills include using appropriate resources for job search, preparing job application, demonstrating good interviewing techniques, adjusting to varied conditions at work, seeking assistance when needed while working.

APPENDIX B

COMPETENCIES FOR SUCCESSFULLY EMPLOYED ADULTS
WITH VISUAL IMPAIRMENTS

II. DIRECTIONS: For each skill, circle the number that best describes the need for this skill in order to maintain successful employment.

- 1 NOT NECESSARY
2 NEEDED SOMETIMES
3 ESSENTIAL

DAILY LIVING SKILLS

1. Manages family finances
1 2 3
2. Selects, manages, and maintains a home
1 2 3
3. Cares for personal needs
1 2 3
4. Maintains relationship with family
1 2 3
5. Plans, buys, and prepares food
1 2 3
6. Uses appropriate eating skills
1 2 3
7. Buys and cares for clothing
1 2 3
8. Dresses appropriately for season and occasion
1 2 3
9. Engages in civic activities
1 2 3

10. Engages in recreation and leisure activities

1 2 3

PERSONAL - SOCIAL SKILLS

11. Demonstrates awareness of own needs, interests, and abilities

1 2 3

12. Demonstrates self-confidence

1 2 3

13. Demonstrates socially responsible behavior

1 2 3

14. Maintains good interpersonal relationships

1 2 3

15. Demonstrates independence

1 2 3

16. Demonstrates ability to work with a group

1 2 3

17. Demonstrates problem-solving skills

1 2 3

18. Demonstrates organizational skills

1 2 3

COMMUNICATION SKILLS

19. Engages in conversation with others

1 2 3

20. Speaks effectively for understanding and communication

1 2 3

21. Communicates effectively with others in written form

- | | 1 | 2 | 3 |
|--|---|---|---|
| 22. Uses non-verbal communication skills effectively | | | |
| | 1 | 2 | 3 |
| 23. Utilizes effective personal communication techniques | | | |
| | 1 | 2 | 3 |

ORIENTATION AND MOBILITY

- | | | | |
|--|---|---|---|
| 24. Orients himself/herself to work area | | | |
| | 1 | 2 | 3 |
| 25. Utilizes appropriate cane techniques | | | |
| | 1 | 2 | 3 |
| 26. Utilizes public transportation | | | |
| | 1 | 2 | 3 |
| 27. Seeks assistance when necessary | | | |
| | 1 | 2 | 3 |

OCCUPATIONAL INFORMATION

- | | | | |
|---|---|---|---|
| 28. Knows and explores occupational possibilities | | | |
| | 1 | 2 | 3 |
| 29. Selects and plans personal occupational choices | | | |
| | 1 | 2 | 3 |
| 30. Exhibits appropriate work habits and behavior | | | |
| | 1 | 2 | 3 |
| 31. Demonstrates physical-manual skills | | | |
| | 1 | 2 | 3 |
| 32. Seeks and secures employment | | | |
| | 1 | 2 | 3 |

Comments:

APPENDIX C

Significant Means of Employers, College Personnel, Vocational Rehabilitation Counselors,
and Employees for Domains and Competencies

Competency and Domain	Groups				Grand Mean	F	p	Scheffe p<.05
	Emplr	College Pers	Voc Rehab	VI Employee				
DOMAIN								
Daily living skills	1.89	2.39	2.22	2.31	2.26	9.52	.0001	1,2 1,3 1,4
Communication skills	2.41	2.68	2.28	2.58	2.54	6.53	.001	3,2 3,4
Orientation and mobility	2.64	2.69	2.66	2.47	2.59	3.78	.02	4,2
COMPETENCY								
Manages family finances	1.40	2.21	2.05	2.12	2.04	6.72	.001	1,2 1,3 1,4

(table continues)

Competency and Domain	Groups				Grand Mean	F	p	Scheffe p<.05
	Emplr	College Pers	Voc Rehab	VI Employee				
Selects, manages, and maintains a home	1.50	2.07	1.77	2.02	1.92	3.78	.02	1,2 1,4
Maintains relationship with family	1.50	2.26	2.05	2.33	2.15	7.40	.0001	1,2 1,4
Plans, buys, and prepares food	1.55	2.10	1.82	2.04	1.95	3.61	.02	1,2
Uses appropriate eating skills	2.45	2.79	2.68	2.46	2.59	2.77	.05	none
Engages in civic activities	1.25	1.88	1.68	1.72	1.70	7.67	.0001	1,2 1,3 1,4
Engages in recreation and leisure activities	1.60	2.24	2.00	2.23	2.11	5.08	.003	1,2 1,4
Demonstrates ability to work with a group	2.85	2.76	2.41	2.59	2.65	3.85	.02	3,1

(table continues)

Significant Means of Employers, College Personnel, Vocational Rehabilitation Counselors,
and Employees for Domains and Competencies

Competency and Domain	Groups				Grand Mean	F	p	Scheffe p<.05
	Emplr	College Pers	Voc Rehab	VI Empl,yee				
DOMAIN								
Daily living skills	1.89	2.39	2.22	2.31	2.26	9.52	.0001	1,2 1,3 1,4
Communication skills	2.41	2.68	2.28	2.58	2.54	6.53	.001	3,2 3,4
Orientation and mobility	2.64	2.69	2.66	2.47	2.59	3.78	.02	4,2
COMPETENCY								
Manages family finances	1.40	2.21	2.05	2.12	2.04	6.72	.001	1,2 1,3 1,4

(table continues)

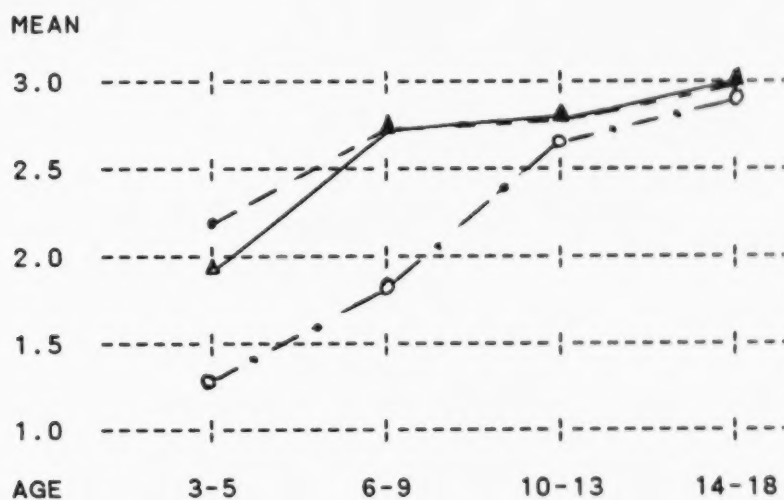
APPENDIX D

1. CARES FOR PERSONAL NEEDS

TABLE OF MEANS

VISION	AGE			
	3-5	6-9	10-13	14-18
< 20/200	¹ 1.99	⁴ 2.71	⁷ 2.77	¹⁰ 3.00
20/200-20/800	² 2.21	⁵ 2.71	⁸ 2.76	¹¹ 3.00
> 20/800	³ 1.33	⁶ 1.87	⁹ 2.63	¹² 2.98

SIGNIFICANT MEAN DIFFERENCES ($p < .05$) 3 : 4, 5, 7-12



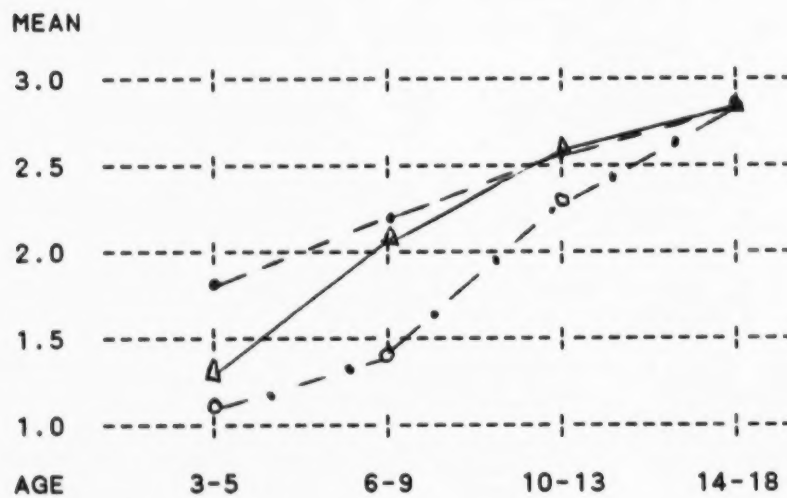
VISION: < 20/200 = Δ — Δ
 20/200 - 20/800 = $\bullet$ — $\bullet$
 > 20/800 = $\circ$ — $\circ$

2. PLANS, BUYS, AND PREPARES FOOD

TABLE OF MEANS

VISION	AGE			
	3-5	6-9	10-13	14-18
< 20/200	¹ 1.33	⁴ 2.02	⁷ 2.58	¹⁰ 2.87
20/200-20/800	² 1.85	⁵ 2.16	⁸ 2.51	¹¹ 2.87
> 20/800	³ 1.08	⁶ 1.44	⁹ 2.37	¹² 2.87

SIGNIFICANT MEAN DIFFERENCES ($p < .05$) 3 : 4 - 12
 1, 6 : 9 - 12
 2 : 10 - 12



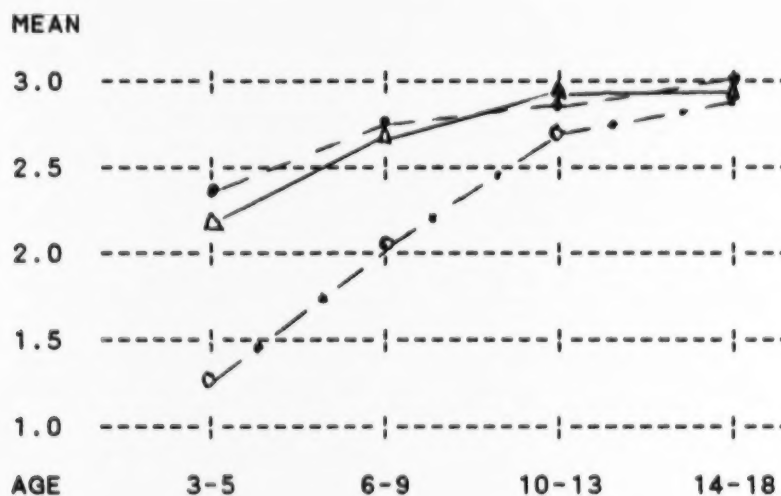
VISION: < 20/200 = Δ — Δ
 20/200 - 20/800 = •—•—•
 > 20/800 = ○—•—○

3. USES APPROPRIATE EATING SKILLS

TABLE OF MEANS

VISION	AGE			
	3-5	6-9	10-13	14-18
< 20/200	2.24 ¹	2.65 ⁴	2.97 ⁷	2.97 ¹⁰
20/200-20/800	2.44 ²	2.75 ⁵	2.90 ⁸	3.00 ¹¹
> 20/800	1.33 ³	2.01 ⁶	2.66 ⁹	2.96 ¹²

SIGNIFICANT MEAN DIFFERENCES ($p < .05$) 3: 1, 2, 4 - 12



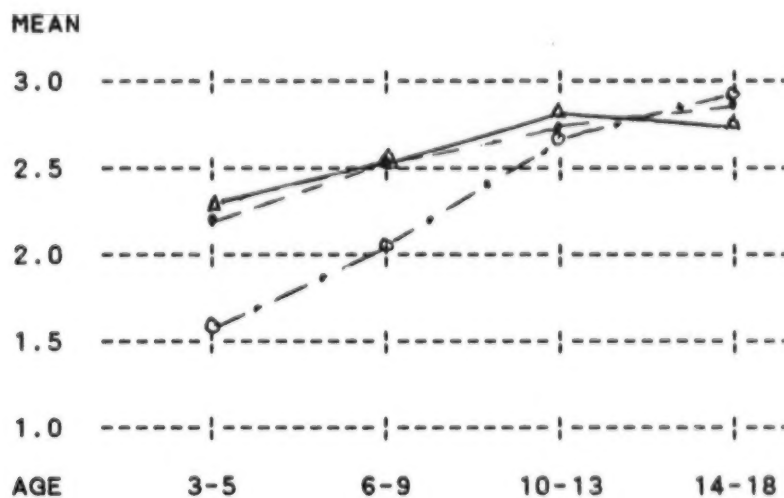
VISION: < 20/200 = Δ — Δ
 20/200 - 20/800 = ● — ●
 > 20/800 = ○ — ○

4. ENGAGES IN RECREATION AND LEISURE ACTIVITIES

TABLE OF MEANS

VISION	AGE			
	3-5	6-9	10-13	14-18
< 20/200	1 2.38	4 2.51	7 2.80	10 2.66
20/200-20/800	2 2.25	5 2.51	8 2.67	11 2.84
> 20/800	3 1.52	6 2.06	9 2.65	12 2.89

SIGNIFICANT MEAN DIFFERENCES ($p < .05$) 3 : 1, 4, 5,
7 - 12



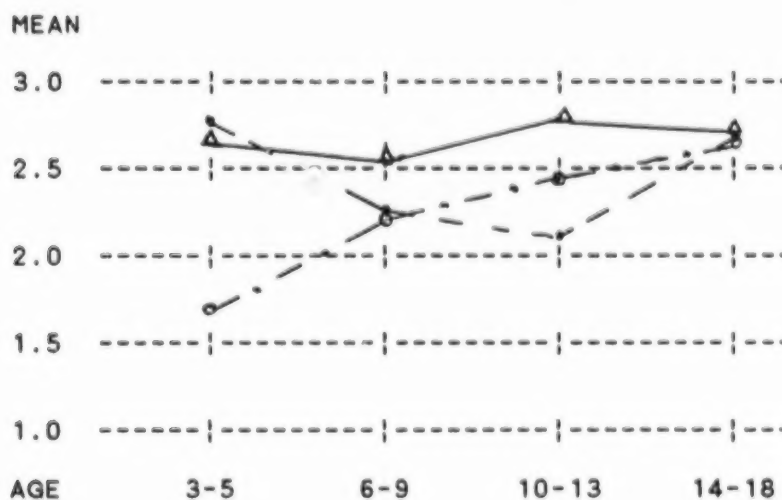
VISION: < 20/200 = Δ - Δ
 20/200 - 20/800 = $\bullet$ - $\bullet$
 > 20/800 = $\circ$ - $\circ$

5. DEMONSTRATES SELF-CONFIDENCE

TABLE OF MEANS

VISION	AGE			
	3-5	6-9	10-13	14-18
< 20/200	2.67 ¹	2.58 ⁴	2.87 ⁷	2.75 ¹⁰
20/200-20/800	2.75 ²	2.39 ⁵	2.22 ⁸	2.73 ¹¹
> 20/800	1.72 ³	2.31 ⁶	2.47 ⁹	2.71 ¹²

SIGNIFICANT MEAN DIFFERENCES ($p = .05$): NONE



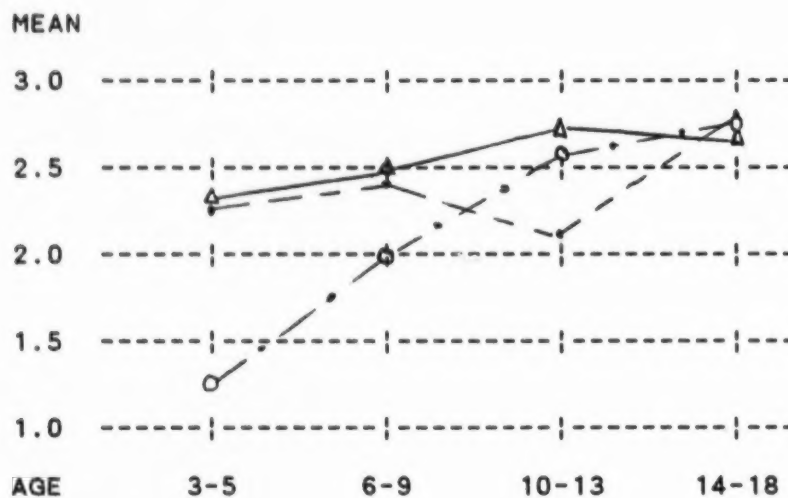
VISION: < 20/200 = ΔΔ
 20/200 - 20/800 = ○ — —
 > 20/800 = ○ · — ○

6. DEMONSTRATES SOCIALLY RESPONSIBLE BEHAVIOR

TABLE OF MEANS

VISION	AGE			
	3-5	6-9	10-13	14-18
< 20/200	2.37 ¹	2.50 ⁴	2.78 ⁷	2.73 ¹⁰
20/200-20/800	2.27 ²	2.44 ⁵	2.22 ⁸	2.89 ¹¹
> 20/800	1.36 ³	2.00 ⁶	2.56 ⁹	2.85 ¹²

SIGNIFICANT MEAN DIFFERENCES ($p < .05$) 3 : 7, 9 - 12



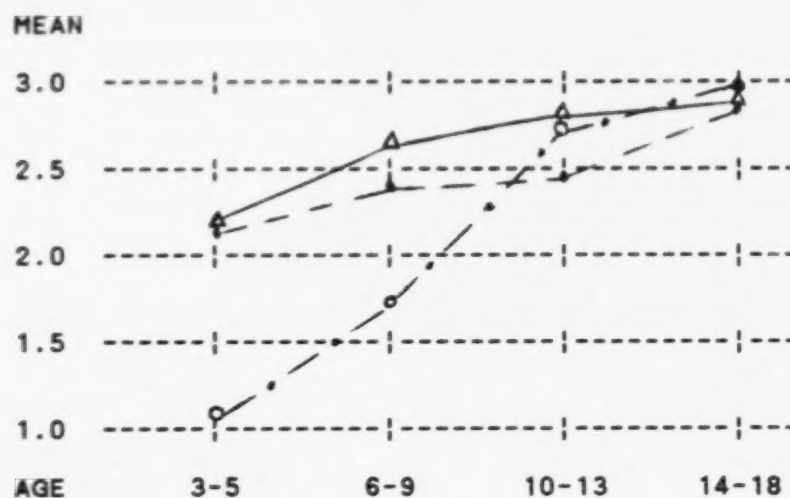
VISION: < 20/200 = Δ—Δ
 20/200 - 20/800 = • — •
 > 20/800 = ○ — ○

7. DEMONSTRATES ABILITY TO WORK WITH A GROUP

Table of Means

VISION	AGE			
	3-5	6-9	10-13	14-18
< 20/200	2.24 ¹	2.65 ⁴	2.80 ⁷	2.90 ¹⁰
20/200-20/800	2.20 ²	2.40 ⁵	2.47 ⁸	2.88 ¹¹
> 20/800	1.07 ³	1.76 ⁶	2.68 ⁹	2.95 ¹²

SIGNIFICANT MEAN DIFFERENCES ($p < .05$) 3 : 10 - 12



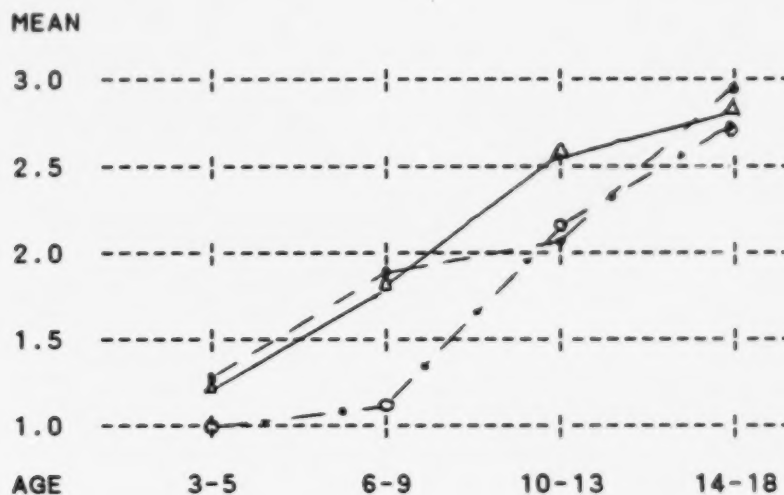
VISION: < 20/200 = Δ Δ
 20/200 - 20/800 = $\bullet$ — $\bullet$
 > 20/800 = $\circ$ — $\circ$

8. COMMUNICATES EFFECTIVELY WITH OTHERS IN WRITTEN FORM

Table of Means

VISION	AGE			
	3-5	6-9	10-13	14-18
< 20/200	¹ 1.22	⁴ 1.89	⁷ 2.57	¹⁰ 2.80
20/200-20/800	² 1.25	⁵ 1.91	⁸ 2.04	¹¹ 2.96
> 20/800	³ 1.00	⁶ 1.14	⁹ 2.19	¹² 2.64

SIGNIFICANT MEAN DIFFERENCES ($p < .05$) 3: 7 - 12;
6: 9 - 12; 1: 8 - 12; 2: 7, 10 - 12; 4: 10 - 12



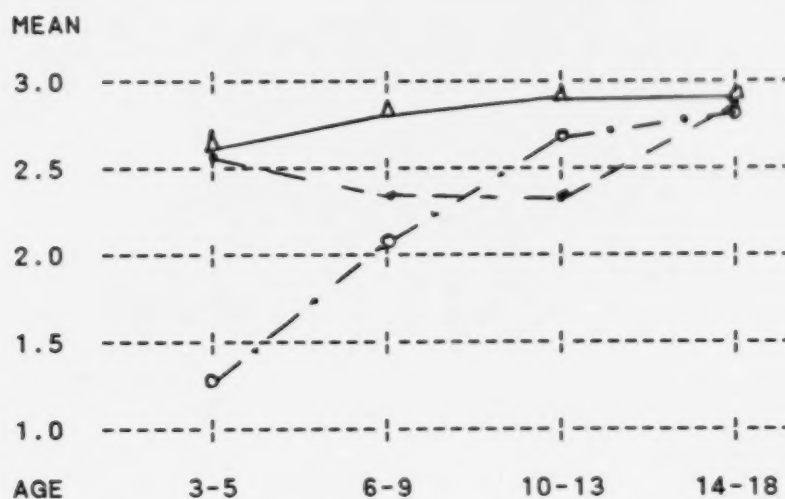
VISION: < 20/200 = Δ — Δ
20/200 - 20/800 = $\bullet$ - - $\bullet$
> 20/800 = $\circ$ - . $\circ$

9. EXHIBITS APPROPRIATE WORK HABITS AND BEHAVIOR

TABLE OF MEANS

VISION	AGE			
	3-5	6-9	10-13	14-18
< 20/200	2.56 ¹	2.87 ⁴	2.93 ⁷	2.92 ¹⁰
20/200-20/800	2.53 ²	2.38 ⁵	2.37 ⁸	2.92 ¹¹
> 20/800	1.70 ³	2.07 ⁶	2.73 ⁹	2.89 ¹²

SIGNIFICANT MEAN DIFFERENCES ($p < .05$) 3 : 4, 7, 10 - 12



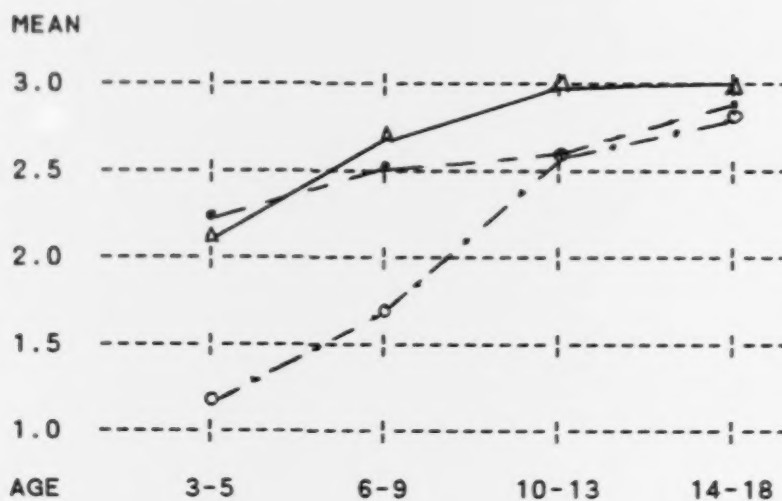
VISION: < 20/200 = Δ
 20/200 - 20/800 = $\bullet$
 > 20/800 = $\circ$

10. DEMONSTRATES PHYSICAL-MANUAL SKILLS

TABLE OF MEANS

VISION	AGE			
	3-5	6-9	10-13	14-18
< 20/200	2.11 ¹	2.73 ⁴	2.97 ⁷	3.00 ¹⁰
20/200-20/800	2.34 ²	2.52 ⁵	2.54 ⁸	2.99 ¹¹
> 20/800	1.23 ³	1.69 ⁶	2.54 ⁹	2.94 ¹²

SIGNIFICANT MEAN DIFFERENCES ($p < .05$) 3 : 2, 4, 5, 7 - 12



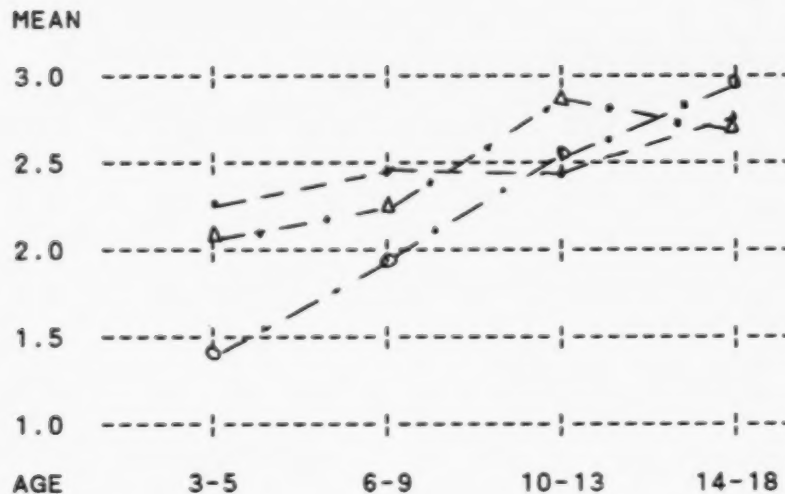
VISION: < 20/200 = Δ Δ
 20/200 - 20/800 = —●—
 > 20/800 = ---○---

11. ORIENTS HIMSELF/HERSELF TO WORK PLACE

TABLE OF MEANS

VISION	AGE			
	3-5	6-9	10-13	14-18
< 20/200	1 2.14	4 2.28	7 2.94	10 2.81
20/200-20/800	2 2.30	5 2.47	8 2.46	11 2.83
> 20/800	3 1.45	6 1.96	9 2.51	12 2.98

SIGNIFICANT MEAN DIFFERENCES ($p = .05$) 3 : 7, 10 - 12



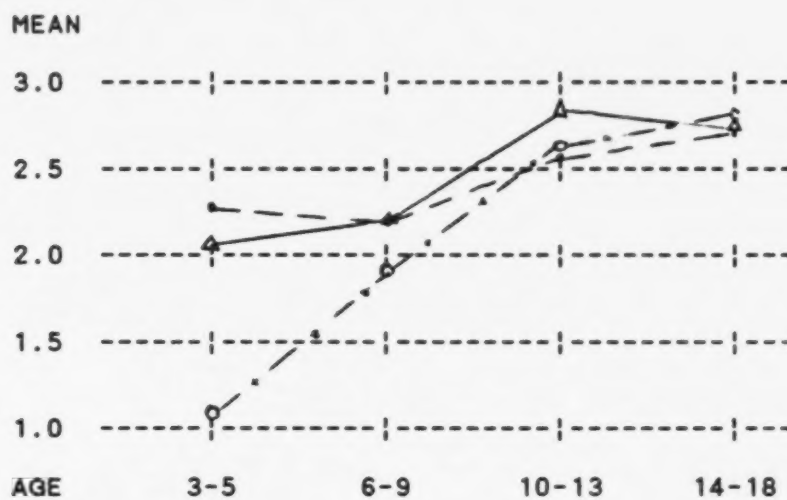
VISION: < 20/200 = Δ - Δ
 20/200 - 20/800 = $\bullet$ - $\bullet$
 > 20/800 = $\circ$ - $\circ$

12. UTILIZES PUBLIC TRANSPORTATION

Table of Means

VISION	AGE			
	3-5	6-9	10-13	14-18
< 20/200	¹ 2.02	⁴ 2.21	⁷ 2.85	¹⁰ 2.75
20/200-20/800	² 2.37	⁵ 2.22	⁸ 2.51	¹¹ 2.73
> 20/800	³ 1.08	⁶ 1.95	⁹ 2.55	¹² 2.79

SIGNIFICANT MEAN DIFFERENCES ($p < .05$) 3 : 1, 2, 4 -12



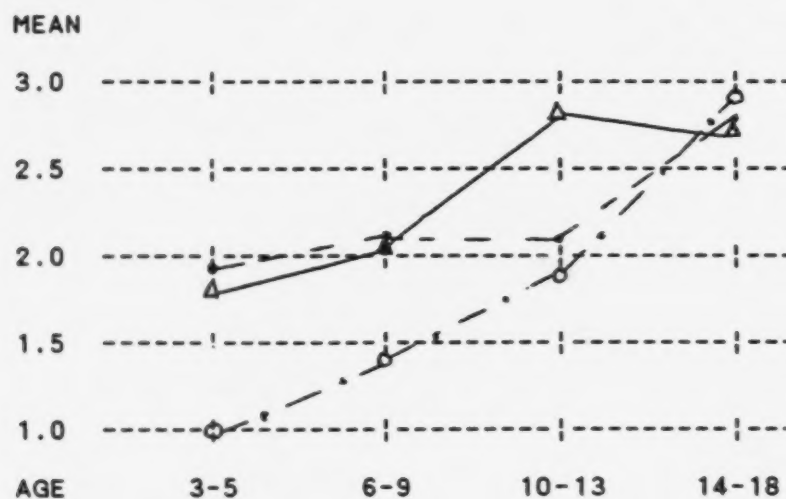
VISION: < 20/200 = Δ — Δ
 20/200 - 20/800 = $\circ$ — $\circ$
 > 20/800 = $\circ$ - - $\circ$

13. SEEKS ASSISTANCE WHEN NECESSARY

Table of Means

VISION	AGE			
	3-5	6-9	10-13	14-18
< 20/200	1 1.62	4 2.06	7 2.87	10 2.81
20/200-20/800	2 1.94	5 2.10	8 2.08	11 2.82
> 20/800	3 1.00	6 1.42	9 1.81	12 2.97

SIGNIFICANT MEAN DIFFERENCES ($p < .05$): 3 : 7, 10 - 12
6 : 7, 10 - 12



VISION: < 20/200 = Δ Δ
 20/200 - 20/800 = $\bullet$ - - $\bullet$
 > 20/800 = $\circ$ - $\circ$

APPENDIX E

COMPETENCIES MASTERED BY VISUALLY IMPAIRED CHILDREN

AGE 6 - 9

DAILY LIVING SKILLS

1. Drinks from a straw

ORIENTATION AND MOBILITY

2. Points to/touches fine and gross body parts
3. Touches left and right sides of body
4. Ascends and Descends stairs, alternating feet
5. Names environmental objects by sound (typewriter, etc.)
6. Moves toward sound source in all directions
7. States where things belong within a home
(Stove in kitchen, etc.)
8. Locates bathroom in school

AGE 10 - 13

DAILY LIVING SKILLS

1. Writes/states days of week and months in sequence
2. Names day corresponding to yesterday, today, and tomorrow
3. Identifies appropriate medical personnel to contact for specific problem (i.e. toothache)
4. Attends to toilet needs
5. Dresses self, including outer clothing wear
6. Brushes teeth
7. Opens jars, cereal boxes, lift-top cans and milk cartons
8. Disposes of waste in proper receptacle
9. Obtains drink from a faucet
10. Uses caution when locating and eating hot foods
11. Identifies amount of food by weight
12. Reaches and passes food item appropriately
13. Serves own food from serving bowls and dishes
14. Refrains from playing with food or utensils
15. Names immediate and extended family members and their relationship
16. Follows rules when playing games
17. Waits turn when playing a game

OCCUPATIONAL INFORMATION

18. Names occupations of family members
19. Lists reasons why people go to school
20. Arrives at school on time
21. Follows verbal and written directions requiring 2 or more actions

22. Strings beads, following a pattern
23. Sorts objects by shape, size, and color
24. Opens and closes a variety of containers and lids
25. Manipulates doors, windows, and drawers
26. Copies pegboard patterns

ORIENTATION AND MOBILITY

27. Identifies and turns left and right while traveling
28. Follows commands using concepts of position (up, down, in, out, etc.)
29. Discriminates objects according to size
30. Uses familiar auditory cues for orientation purposes
31. Associates familiar odors with rooms
32. Identifies different surfaces
33. Describes locations of furniture, doors, and stairs in a familiar room
34. Hangs and retrieves coat in school
35. Gets a drink from source outside classroom
36. Locates own seat in classroom
37. Travels independently from classroom to other familiar rooms in school
38. Uses more than one route between two destinations
39. States home address
40. Names street at closest intersection to home
41. Walks to a house or other objective on same block (no street crossing)
42. Discriminates textural differences between objects

AGE 14 - 18

DAILY LIVING SKILLS

1. Counts money, using coins and bills
2. Makes correct change from coins and bills
3. Obtains items from coin-operated machines
4. Purchases minor personal items or snacks
5. Reads time by five minute intervals using standard or digital clock or watch
6. Sets and corrects time on watch or clock
7. Sets alarm within 5 minutes of correct time
8. Describes practices of fire prevention and safety
9. Follows procedures to avoid common accidents
10. Cleans up after breaking or spilling something
11. Selects appropriate tools for completing a task
12. Locates male or female restrooms in public places
13. Laces and ties shoes and boots on correct feet
14. Takes shower or bath
15. Washes hair
16. Parts, combs, and brushes hair
17. Uses hair care equipment properly

18. Maintains clean and manicured nails
19. Covers mouth when coughing or sneezing
20. Uses tissue and disposes of it properly
21. Maintains neat and clean appearance
22. Identifies own clothing from that of others
23. Changes clothing when dirty
24. Selects appropriate department in clothing store to purchase clothing items
25. Selects age-appropriate clothing for school or play
26. Selects appropriate clothing items for weather conditions, including outerwear
27. Selects appropriate clothing for special occasion
28. Matches clothing items for color and fabric using vision or tags
29. Hangs clothes on hook or hangers
30. Pours liquids into containers
31. Spreads soft material (jam, butter) on bread or crackers
32. Prepares simple items requiring no cooking (sandwich, snack)
33. Selects and uses appropriate kitchen utensils for cooking (spatula, rolling pin, etc.)
34. Selects and uses appropriate small appliances for cooking (mixer, can opener, etc.)
35. Sets table for meal
36. Cleans work area, table, and counters
37. Washes and dries dishes, pots, pans using sink or dishwasher
38. Stores food appropriately
39. Uses pusher (i.e. bread, knife) to assist with scooping and piercing
40. Adds proper amount of ketchup, mustard, relish, salt, and pepper
41. Cuts meat with knife and fork
42. Retrieves fallen utensil and replaces it with a clean one
43. Uses "please", "thank you", and "excuse me" at appropriate times
44. Reminds or asks parent to buy gifts on special occasions for family members
45. Accepts defeat and congratulates the winner in a competitive game
46. Displays effort to best of ability in competitive game

PERSONAL - SOCIAL SKILLS

47. Labels happiness, sadness, fear and anger in self and others
48. Accepts help from others when needed
49. Provides examples of basic values important to self

50. Provides examples of behavior which illustrate desirable and undesirable values
51. Raises hand in class and waits quietly for recognition
52. Accepts consequences of wrong-doing
53. Apologizes for unintentional mistakes
54. Apologizes for hurting feelings of others
55. Asks appropriate person for assistance with setting and achieving goals
56. Uses special materials or equipment when necessary (bold line paper, tape recorder)
57. Notifies appropriate person for repair of aids and equipment
58. Shares materials with others in a work situation
59. Works cooperatively on a task with a partner
60. Locates own possessions
61. Follows class schedule

COMMUNICATION SKILLS

62. Waits for pause in conversation before speaking
63. Uses jokes or puns appropriately
64. Answers or attempts to answer a question when called on
65. Completes school assignments neatly
66. Mails letter using a mailbox or slot
67. Maintains proper social distance for conversation
68. Refrains from making unintentional noises
69. Notices changes in mood of others as reflected in voice tone, facial expressions, or posture
70. Talks at appropriate speed and volume
71. Ends conversation appropriately

OCCUPATIONAL INFORMATION

72. Describes similarities between school and work
73. Identifies occupations related to own interests
74. Takes care of own possessions
75. Brings required materials to school
76. Completes and returns homework assignments
77. Works steadily for specified period of time
78. Works cooperatively with peers
79. Changes from one activity to another when required by teacher
80. Behaves appropriately during transition between classes
81. Cuts along lines accurately
82. Applies glue evenly to cut patterns
83. Collates paper using a stapler or paper clip
84. Folds paper in half and thirds with even edges
85. Wraps string around objects
86. Measures objects with a ruler
87. Weighs objects accurately
88. Manipulates locks and keys

ORIENTATION AND MOBILITY

89. Follows commands using concepts of sequencing (before, after, next to, etc.)
90. Retrieves needed materials within the classroom
91. Walks in line with peers without needing physical contact
92. Travels alone to playground equipment in school yard
93. Stays on sidewalk while walking
94. Crosses residential streets following pedestrian safety rules
95. Walks in neighborhood unaccompanied
96. Describes function of vehicle traffic signs (STOP, etc.)
97. States purpose and traffic control feature of each color of traffic light
98. States rules to be used if approached by a stranger